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ABSTRACT

The guidelines are designed to aid schools in developing their own curriculum guides and to assist teachers in planning courses, units of work, and daily classroom activities. The emphasis is on objectives designed to produce linguistic competencies and cultural knowledge. Because the primary objective of Latin instruction relates to achievement in reading, the objectives presented for the other skills and culture are all related to the achievement of the reading objective. Specific recommendations are provided for the development of skills and for structure in both Levels I and II. Objectives, learning activities, and activities for evaluation are suggested for both Levels One and Two. A glossary for teachers concludes the guide. (AMH)

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ED187123

Secondary Latin Guidelines

Levels I and II

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Foreign Language Section
Division of Curriculum Development
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

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A NOTE ON THE COVER[1]

For more than two millennia engravers of monumental inscriptions, calligraphers, and typographers have found in the Latin language a most congenial medium in which to ply their craft. Gerhard Mercator praised its affinity for the pen and Daniel Berkeley Updyke wrote that "...Latin is an ideal tongue for type composition...."

The illustration is from an eighteenth century handwriting treatise by Domingo Maria de Servidori of Madrid and Rome. The plate is here reproduced through the courtesy of the library of the Humanities Research Center of The University of Texas at Austin. Since the selection is a period piece, it reflects certain conventions; e.g., the *m* in *finem* is supplied by the bar over the *e*.

Classical quotations also were well suited to show off roman typefaces. The opening words of Cicero's first oration against Cataline were long a favorite set piece for type specimen sheets and during the period of their greatest popularity influenced the shape of the capital letter *Q*. Updyke wrote that the quotation became so consecrated that most type-founders felt a necessity to employ it, "...and in order to outdo each other they elongated the tails of the *Q*'s more and more."

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[1]A translation of the cover text by H.E.D. Blakiston is as follows:

> *How much further, Catalina, will you carry your abuse of our forbearance? How much longer will your reckless temper baffle our restraint? What bounds will you set to this display of your uncontrolled audacity? Have you not been impressed by the nightly guards upon the Palatine?*

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CARL H. JOHNSON

PAT FOLMAR ROBINSON, Education Writer
Division of Curriculum Development

FOREWORD

Secondary Latin Guidelines is part of a new second language framework for Texas schools. Other components of the framework are guidelines for the teaching of second languages in elementary and secondary schools and for the languages of French, German, and Spanish. Experienced teachers of successful second language programs assisted in the writing and field testing of these documents.

Through such publications the Texas Education Agency provides leadership to administrators and second language educators for designing local curriculum. Our hope is that the use of these materials will allow students to develop an appreciation of the culture, language, and lifestyle diversities of others, one of the *Goals for Public School Education in Texas* established by the State Board of Education.

Alton O. Bowen
Commissioner of Education

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The material presented in this publication, *Secondary Latin Guidelines,* was developed by the following members of a writing committee:

Anthony Damico
Associate Professor
Department of Foreign Languages
North Texas State University
Denton, Texas

Betty Duke
Teacher
Plano Independent School District
Plano, Texas

Sharon Herndon
Teacher
Highland Park Independent School District
Dallas, Texas

A tentative version of the *Guidelines* was pilot-tested in 1977-78 by the following:

District and Coordinator	Teacher
Amarillo, Earl W. Mills	Lillian Doyle Roberta Matthews Mike Mitchusson Mary Virginia Schwind Shirley Wood
Austin, Julia Mellenbruch	Paula Barnett Gaylan DuBose Cora Fuller Novella Wiley Nancy Wilson
Garland, Ann Jensen	Patricia Vincent Sarah Weger
Lamar Consolidated	Grace F. Finto

North East (San Antonio)	Catherine E. Cook
Robert Rock	Carol Ellis
	Doris Kays
	Troy Joseph Scroggins
Ysleta (El Paso)	Mary Casson
Linda Davenport	Catherine McGarrity
	Steven M. Wright

A draft of the *Guidelines* was developed in 1974 at the Texas Conference on Coordinating Foreign Languages sponsored by the Texas Education Agency. The Latin Committee at the Conference included Anthony Damico, North Texas State University; Sherrill Fisk, Spring Branch ISD; Doris Kays, North East ISD; Gareth Morgan, The University of Texas at Austin; and Sister Pauline Nugent, Incarnate Word High School. The writing committee for this document incorporated the draft into the pilot test version.

John G. Bordie, director, Foreign Language Education Center of The University of Texas at Austin, reviewed and commented on the tentative draft of the *Guidelines*.

The cover is based on a design by Gerald P. Doyle, Beaumont Art Museum.

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INTRODUCTION

The purpose of *Secondary Latin Guidelines* is to present the objectives for the teaching of Latin, Levels I and II (Grades 7-12). The *Guidelines* are designed to aid schools in developing their own curriculum guides and to assist teachers in planning courses, units of work, and daily classroom activities.

The *Guidelines* neither recommend any particular basic material nor advocate any specific methodology. The emphasis is clearly on objectives designed to produce linguistic competencies and cultural knowledge. Included are objectives, learning activities, and evaluation activities for the development of the language skills—listening, speaking, reading, writing—and for an understanding of the culture.

Sample Activities Included

The learning and evaluation activities suggested supplement textbook materials and are illustrative, not exhaustive. Teachers will wish to add activities of their own. An especially good source of activities is the preparation involved for many of the Texas State Junior Classical League contests at the annual TSJCL convention. One way of expanding the activities provided is to adapt them according to their purposes; an exercise could be used as a learning activity on one occasion and an evaluation activity on another. Teachers should not feel that every learning or evaluation activity listed in the *Guidelines* must be used. The activities provided are only suggestions.

One section of the publication presents brief statements on guiding principles of language development. A section on structure included for Levels I and II is not to be treated as a separate entity. Structural items in this section should be incorporated into all skills.

Although a separate section on culture is presented to serve both levels, teachers are reminded that language and culture cannot be separated. The culture section, which has the same format as the skills sections, can be used as a guide or checklist to ensure that Roman culture is integrated into the language learning process. Finally, a glossary is included for the use of the teacher.

The concept of level continues to be useful and, as applied in this publication, is defined in terms of student achievement rather than time enrolled in a course. In this manner, the *Guidelines* can be used to develop various courses of study during the school year as well as for an individualized or continuous progress program.

The *Guidelines* also can be used in a Latin program begun in Grade 7 or 8 inasmuch as level is based on student achievement. While completing a level in a year may be possible, teachers in the middle or junior high school should consider spreading Level I over these grades. Some activities provided for Level I will need to be adapted for the

younger students and others will have to be added. When adapted, a number of the activities given for Level II may also be useful for Level I. Students who successfully complete Level I in middle or junior high school should be placed in Level II classes in high school.

Several activities outside the given areas of listening, speaking, reading, writing, and culture may benefit the student of Latin. These include the study of English derivatives, Latin words and phrases in the English language, the relationship between the English and Latin languages, and the relationship between other languages and Latin.

Providing Benefits to Students

The particular status of Latin as one of the languages by which Western civilization has been transmitted suggests that the lexical structures of the language should have a special place. Instruction in the first two levels should instill an appreciation of the way in which Latin words have come into English, as well as into Spanish, and an awareness of some of the elementary phonetic changes involved. Special use may be made of those areas of Latin lexicon that have been most productive of modern technical vocabulary, e.g., the terminology of botany, biology, medicine, nursing, law, pharmacy, and—through Italian—music. The way in which a knowledge of Latin words facilitates work in these fields is one of the more immediate and obvious benefits to students for the time they spend on Latin. An emphasis on the main principles of word formation and combination, on cognate groups, and on the force of the common compounding prefixes and suffixes enriches the study of derivatives.

Closely related to derivatives and just as useful for establishing the connection between Latin and English are loan words and phrases such as legal and medical terms, state mottoes, and public inscriptions. Unlike derivatives, whose meanings may be modified in English or somewhat obscured by combination with other words, a motto or a legal term like *habeas corpus* is often a complete Latin sentence, expressing a complete thought just the way a Roman would. Students who devote any time at all to these have the satisfaction of learning genuine Latin.

Rare is the Latin teacher who has never been told by students that they did not understand English grammar until they had undertaken the study of Latin. This is a conviction that every teacher can share with the student, having had that same experience. As students learn Latin or any second language, they become familiar with a language different from their own. The comparisons which are inevitably drawn between the two languages shed much light on the linguistic operations of English.

Presenting Commonalities

As the source of Romance languages, Latin may benefit the students whose first language is Spanish. In addition to linguistic insights, gains may be made in cultural awareness. One of the greatest lessons to be learned from a study of the Romans and their language is that the peoples once united under the Roman empire (and by analogy, all humankind) shared many more characteristics that united them than divided them. The discovery that people are more alike than they are different is one of the humanizing functions of classical study.

The students in whose interest the *Guidelines* are written all share the same humanity and the same desire for personal fulfillment. The study of Latin and the culture it reflects is particularly suited to promoting personal development in these shared areas of concern, for few subjects vital to the understanding of the human condition have been neglected by Roman authors.

The power of the study of Latin to enhance English-speaking students' ability to communicate in their own language currently is being demonstrated in United States schools. Significant improvement of reading skills among disadvantaged students, for example, has been realized through the Latin programs in inner city elementary schools of several large cities around the country. Far from being the special preserve of an intellectual elite, irrelevant in the democratic context, the study of Latin offers new hope for the fulfillment of the American dream of progress through education.

GUIDING PRINCIPLES OF LANGUAGE DEVELOPMENT

The formulation of objectives for the learning of Latin inevitably takes a form different from that which is appropriate to other second languages. For other languages, it is necessary to provide objectives for the development in equal measure of the four language skills and for the appreciation of the culture. In Latin, the crucial linguistic objective relates to only one of the language skills—reading, since Latin is not generally taught as a spoken language. The other skills—listening, speaking, writing—are to be considered subordinate to the achievement of reading. When objectives are expressed in relation to these three, they are recognized almost as part of the process by which skill in reading is attained. The other important objective in Latin is the study of Roman culture.

The study of Latin should be seen as a continuum. For example, the objective of reading Latin established for the two-level program should exist in a less developed form for Level I. At the end of each level, the students will have the same approach to Latin—as a language to read and understand.

Reading

During Level I, the material read will be almost all adapted Latin, although the use of short extracts of the genuine language need not be excluded. By the end of Level I, the reading material should be basically genuine Latin simplified by such processes as the substitution of direct speech for indirect or the separation of complex sentences into a number of simple sentences. However, word order should not be normalized to a so-called standard subject-object-verb pattern, and some sense of style and emphasis should be preserved.

It is not essential that prose should precede poetry. Sources in which teachers might find suitable material include Caesar, Ovid, Plautus, Catullus, Livy, and the *Carmina Burana*. Of course, many other personal preferences, both classical and medieval, may be included. At the completion of Level II, students should be prepared to read unabbreviated and unsimplified Latin.

Comprehension may be assessed using material studied in class or material not previously seen. With a prepared passage, the student should be able to give the facts of the passage, i.e., an equivalent translation. In the case of some students, the exercise will move toward a complete translation. With an unprepared passage, comprehension may be gauged either by translation or by the students' responses to content questions. The unprepared passage should be set in its context by the teacher, and words the students have not encountered should normally be glossed. Usually an unprepared passage should be taken from an author with whose work the students are already familiar.

Oral Skills (Listening and Speaking)

Apart from the merits attributed to oral skills in any language, the development of these skills in Latin is of special importance. Ancient literatures were meant to be read aloud. Silent reading was a comparatively late development. The student's ability to read aloud is a necessary part of the approach to reading Roman literature as a Roman would have read it. Reading aloud or hearing a passage of Latin prose or poetry read aloud contributes measurably to the comprehension of the passage and an appreciation of the style.

Writing

Writing should be considered as an optional process that some teachers may wish to omit entirely. Where it is used, it should be in processes that simultaneously involve comprehension, for example the completion of words, phrases, or larger structures in a Latin passage.

Culture

Students should acquire a general awareness of:

- the geography, the science, the prehistory and history, the myths, the philosophy, and the religious beliefs of the Romans
- the social and political structure of the Roman people in their public and private life
- the artistic achievements of Rome, both in literature and the fine arts

This awareness can be acquired through the use of primary or secondary sources in English. Students can acquire from both genuine and adapted passages a more detailed knowledge of such social and cultural themes as are directly relevant to the Latin read.

Vocabulary

Although the techniques for teaching vocabulary are varied, it appears that vocabulary is best taught in context. In this way students learn from the outset the characteristics of words, which often exhibit in different environments subtle variations in meaning impossible to reflect in a word list. Ideally, passages chosen for reading will employ basic vocabulary words in sufficient frequency to illustrate the various shades of meaning inherent in the words and to promote assimilation into the students' working vocabulary.

One of the most rewarding aspects of studying Latin is learning the arrangement, composition, and inflection of the morphemes of the language. A given Latin root, properly combined with prefixes and suffixes, may yield as many as 100 related vocabulary items, all belonging to the same word family. Students prepared to interpret properly the elements of Latin words—the morphemes—can grasp the meanings of the related words and greatly increase reading comprehension. One must remember that reading comprehension is the goal and resist the temptation to pursue word study as a discipline in itself. The best working vocabulary is the result of encountering words repeatedly in contexts that illustrate their various meanings.

Forms

Instantaneous recognition of Latin forms and their functions is every bit as essential to the acquisition of the reading skill as is the mastery of an extensive vocabulary. Latin forms can be taught deductively and, through meaningful contexts, inductively. Students can be trained to construct their own paradigms for the purposes of drill and review after they have derived inflectional forms and usage by inductive reasoning. By providing short structural exercises which elicit basic forms, followed by general summaries about the structural unities involved, the teacher can allay considerably the anxiety of beginning students confronting for the first time the enormous panorama of forms that must be mastered. Finally, the teacher must impress upon students the structural differences and similarities between Latin and English while stressing the fact that every society has a distinctive way of expressing its thoughts, none of which is either more or less logical, efficient, or normal than another society's *per se*.

Translation

In Levels I and II, translation serves as only one of several means of evaluating reading comprehension. For this purpose an equivalent translation into English is ordinarily sufficient.

Literary translation into English, however, cannot be a goal in Levels I and II. On the one hand, it demands of students a mastery of both the Latin and the English languages that they do not have. On the other, it is essentially an exercise in English composition rather than Latin reading comprehension. As such, its value to the student is undeniable. However, the process of transferring the thoughts expressed in a Latin passage into a language very different in structure, while reflecting the style and spirit of the original, is a demanding one, involving the student in a discriminating choice of appropriate words that convey accurate shades of meaning. No exercise is better able to make students aware of the difficulties of expression in their own language.

Unfortunately, the temptation is great to substitute translation for reading Latin for comprehension. This substitution is not consistent with the objectives for Latin, Levels I and II.

LEVEL I

SKILLS

ORAL (LISTENING AND SPEAKING)

Objectives

Students will aurally comprehend simple Latin utterances. Students will read aloud with comprehension short continuous Latin passages with acceptable pronunciation and phrasing at a normal unbroken pace.

To demonstrate these abilities, students should be able to:

- Hear, discriminate, and imitate Latin vowel sounds
- Hear, discriminate, and imitate Latin consonant sounds
- Hear, discriminate, and imitate Latin diphthong sounds
- Hear, discriminate, and imitate heavy and light syllables in Latin words
- Hear and imitate the phrasing of continuous Latin passages
- Read orally simple Latin passages, showing evidence of comprehension

Learning Activities

In addition to performing the activities in the basic text and its supplemental materials, the students may:

- After hearing a series of words containing contrasting vowel sounds, raise their hands or respond by writing when they hear the sound requested
- After hearing a series of two or more words, mark *S* (same) or *D* (different) on their papers
- Produce acceptable sounds, words, phrases, or sentences in Latin, using teacher or tape as a model
- In an oral spelling bee, correctly spell a word after hearing it pronounced
- On a bingo card, find the correct spelling of a word pronounced by the teacher

- Perform songs, dialogs, and skits
- After seeing a picture and hearing a statement about it, tell whether the statement is true or false
- Respond in Latin to questions asked in Latin, the answers taking the form of short one- or two-word replies to factual questions
- Act out the meaning of words, sentences, or continuous passages after hearing them spoken
- Give and obey commands

Activities for Evaluation

- Students draw pictures or respond by writing to show comprehension of continuous passages.
- Students identify pictures orally described.
- Students respond to oral questions in Latin with answer *ita/minimē* or with one- or two-word answers, after hearing a passage read interpretatively.
- Students answer yes/no or either/or questions, after viewing a visual.
- Using tape or teacher as a model, students imitate words or sentences to test production of vowel and consonant sounds.
- Students discriminate sounds, using minimal pairs.
- Students read aloud passages not previously studied, demonstrating correct pronunciation and a recognition of grammatical and syntactic units. (The passages will contain familiar vocabulary and syntactic patterns.)

READING

Objective

Students will read abbreviated and simplified Latin with comprehension and minimal reference to English.

To demonstrate this ability, students should be able to:

- Comprehend the function of inflection in Latin

- Understand the function of Latin word order
- Understand gender as another example of inflection in Latin
- Comprehend the basic function(s) for each Latin case
- Comprehend the nature of the imperfective/perfective aspect of the Latin verb
- Recognize the difference between active and passive voice
- Recognize key words and phrases as tools for comprehension
- Give an equivalent translation, i.e., the facts of a Latin passage
- Answer questions in English about Latin passages

Learning Activities

In addition to performing the activities in the basic text and its supplemental materials, the students may:

- Complete sentences with proper inflection when parts of words are left blank
- Given sets of at least three sentences, group together those that show the same syntactic structure
- List all the words or phrases in a continuous passage having the same function
- Generate additional examples of a new function or inflection
- Divide sentences into syntactic units
- Using phrases or short sentences, answer questions on the content of a story
- After reading a passage of generally familiar material, complete statements about it
- After reading three to five Latin sentences describing a person or event in a previously prepared passage, say who or what is being described

Activities for Evaluation

- Students select the statement corresponding to a given picture.
- Students indicate comprehension of Latin passages through objective tests, such as true/false, multiple choice, and completion.
- Students give or select an appropriate title for short Latin passages.
- Students mark which of two Latin sentences is appropriate, based upon the content of a prepared passage.
- Students summarize the main idea of Latin passages.

WRITING

Objectives

Students will master the Latin orthographic system to write anything that is pronounced in words or sentences. Students will also recombine given sentences and write simple sentences in Latin.

To demonstrate this ability, students should be able to:

- Write in words or sentences the sounds of the language heard
- Write very simple phrases or sentences using appropriate grammatical forms with correct syntax

Learning Activities

In addition to performing the activities in the basic text and supplemental materials, the students may:

- Write from dictation words or sentences
- Rewrite previously studied stories, changing either forms, syntax, or vocabulary
- Given a syntactic pattern, write sentences about a familiar story
- Expand a sentence when given an appropriate cue
- Replace a word or phrase in a pattern sentence with another word or phrase showing the same function

- Write simple questions about prepared passages

Activities for Evaluation

- Students write from dictation familiar or unfamiliar sentences or short passages.
- Students write simple completion, substitution, replacement, expansion, or transformation drills.
- Students answer questions on prepared passages in phrases or sentences.

STRUCTURE

The following suggested list of structural items is to be taught in all the skills—listening, speaking, reading, and writing. The items are listed separately here for emphasis but should not be taught in isolation. If students have attained the objectives as stated in each of the skills sections, teachers should feel free to add other structures as determined by local and individual student needs. This type of approach would be particularly appropriate in classes with gifted students or in classes working in an individualized or a continuous progress program.

Nouns

- All declensions—inflection
  - Case
  - Number
- Nominative
  - Subject
  - Predicate nominative
- Genitive
  - Possession
  - With adjectives
  - Description

- Dative
    - Indirect object
    - With adjectives
    - With special verbs and compounds
- Accusative
    - Direct object
    - With prepositions
    - Extent of time or space
    - Subject or object of infinitive
- Ablative
    - With prepositions
    - Without prepositions
        - Means
        - Time when
        - Separation
        - Manner
- Vocative
- Locative
- Appositive

Nominals

- Adjective
- Infinitive

Pronouns

- All forms
- Agreement with antecedent
- Personal
- Demonstrative: *is, hic, ille*
- Interrogative
- Relative

Adjectives

- All forms
- Gender
- Agreement with noun
- Possessive
- Pronominal
- Numerals

Adverbs

- Formation
- Numerals

Verbs

- Principal parts and stems of all conjugations
- Aspect—imperfective or perfective
- Tense
- Voice
- Indicative mood
    - All tenses and voices
    - Independent clauses
    - Dependent clauses
- Imperative mood
- Person
- Number
- Irregular: *sum, possum, eō*

Verbals—infinitives

- Present active
- Complementary

Enclitics

Question words other than interrogative pronouns

Note

The optional list of structural items that follows could be incorporated into Level I, time permitting: partitive genitive, ablative absolute, reflexive pronouns, comparison of adjectives and adverbs, irregular verbs *(volō, mālō, nōlō, ferō, fiō)*, all forms of the infinitive, and indirect statement.

LEVEL II

The objectives, learning activities, and evaluation activities of Level II continue and expand those presented in Level I.

SKILLS

ORAL (LISTENING AND SPEAKING)

Objectives

Students will comprehend aurally and read orally continuous Latin passages of moderate difficulty.

To demonstrate these abilities, students should be able to:

- Hear and imitate continuous passages of moderately difficult Latin with proper phrasing, pronunciation, and evidence of comprehension
- Read orally Latin passages of moderate difficulty with evidence of comprehension

Learning Activities

In addition to performing the activities suggested in Level I, the students may:

- Respond orally to Latin questions of greater difficulty by reordering familiar material
- Respond orally to material presented in a filmstrip, poster, slide, or other audiovisual presentation
- Supply correct responses to oral drills
- Recite poems and perform plays
- Given a taped passage and a list of nonsequential events from the passage, rearrange statements into proper order
- Assist in the development of a story by volunteering to add sentences to the beginning one supplied by the teacher

Activities for Evaluation

- Students record oral reading of passages.
- Students form questions and answers over familiar and unfamiliar material.
- Students, upon hearing a sentence and being given two or three rejoinders, select the one that best completes the idea in the original sentence.
- Students, after hearing a passage, respond orally to objective questions.
- Students, after hearing a passage, summarize it in English.

READING

Objectives

Students will read unabbreviated and unsimplified Latin with comprehension.

To demonstrate this ability, students should be able to:

- Expand their syntactic knowledge (with emphasis on the subjunctive mood) and vocabulary to comprehend readings of increasing difficulty
- Understand how mood operates in Latin
- Comprehend Latin passages by recognizing key words and phrases
- Become proficient in summarizing the main idea of a Latin passage
- Increase their proficiency in giving equivalent translations
- Translate familiar passages into English

Learning Activities

In addition to performing the activities suggested in Level I, the students may:

- Read passages of sufficient variety, interesting content, and graded difficulty
- Paraphrase passages
- Formulate Latin or English questions on a passage

- Perform an original skit in Latin or English based on their comprehension of a passage
- Work in groups on difficult reading selections

Activities for Evaluation

- Students give oral or written summaries of familiar or unfamiliar reading selections.
- Students answer objective questions in Latin or English about characters or situations in a passage.
- Students, having prepared their own questions about a familiar passage, test their peers.

WRITING

Objective

Students will do simple, controlled writing in Latin.

To demonstrate this ability, students should be able to:

- Reorder elements of given sentences or passages in Latin
- Express ideas in Latin, using familiar vocabulary, appropriate grammatical forms, and syntax

Learning Activities

In addition to performing the activities suggested in Level I, the students may:

- Write passages from dictation
- Write sentences or paragraphs based on readings already studied
- Change stories into dialogs or dialogs into stories
- Write captions for illustrations

Activities for Evaluation

- Students write summaries of passages previously studied.
- Students write last lines to poems or endings to stories.
- Students write short paragraphs on a given topic.
- Students write poems or dialogs.

STRUCTURE

It is recommended that a review of Level I structural items precede the Level II study of structure. Level II will be an in-depth study of grammatical and syntactical principles, plus additional materials. The following suggested list of structural items is to be taught in all the skills—listening, speaking, reading, and writing:

Nouns

- Genitive
  - *Partitive
  - Subjective
  - Objective
- Dative
  - Possession
  - Purpose } double dative
  - Reference }
  - Agent
- Accusative
  - Two accusatives (predicate accusative)
  - Of exclamation
- Ablative—without prepositions
  - *Absolute
  - Description

*A structural item that could be incorporated into Level I, time permitting.

- Comparison
- Measure of difference
- With deponent verbs
- Respect
- Cause

Nominals—gerunds

Pronouns

- Demonstrative: *īdem*
- Intensive
- Indefinite
- *Reflexive

***Adjectives—comparison**

***Adverbs—comparison**

Verbs

- Deponent and semideponent
- Defective
- Subjunctive mood
    - All tenses and voices
    - Indepenent clauses
    - Dependent clauses, including sequence of tenses

- *Irregular: *volō, mālō, nōlō, ferō, fiō*

*A structural item that could be incorporated into Level I, time permitting.

Verbals

- *Infinitives
  - Present passive, perfect active and passive, future active
  - Indirect statement
- Participles
  - Inflections, including gerundive
  - *Adjectival
  - *Ablative absolute

*A structural item that could be incorporated into Level I, time permitting.

CULTURE

LEVELS I AND II

General Statement

Language is the very vehicle of culture and is inseparable from it. The most effective way, therefore, to discover the similarities and the distinctions between another culture and one's own is through a mastery of a second language. Conversely, the only guarantee for a mastery of a second language is a thorough understanding of the culture upon which the language is based. Effective communication depends on many cultural factors, ranging from the form of address employed in a given circumstance to the physical distance at which one attempts communication.

The term *culture* is not limited to specific behavioral patterns, customs, and lifestyles within a society. It also includes the contributions people have made to civilization in the areas of the fine arts, the sciences, *belles lettres,* economics, politics, law, religion, education, philosophy, athletics, military theory and practice, and medicine, not to exhaust the possibilities.

It is appropriate in Latin instruction, Levels I and II, to introduce the best that has been known or said in the classical world, even if the stress at these levels is on an anthropological view that is rich in the kind of information most likely to catch and retain the attention of students. In the teaching of culture, however, the concept of level of instruction may appear to be too restrictive. A teacher may find it helpful, for instance, to impress students early in the first level with the vast geographical extent of classical influence in the modern world and to postpone the study of Roman sports until a later time. For this reason the objectives, learning activities, and evaluation activities that follow are not listed according to level, but are recommended for use as the individual teacher finds them suitable. The learning and evaluation activities are suggestions for the teacher to choose among; care should be taken to use only those that facilitate the major objectives of reading Latin and understanding Roman culture.

Objectives

- Students will demonstrate an understanding that people behave within limits set by society.
- Students will demonstrate an understanding that social variables such as age, sex, social class, and place of residence affected the way Romans behaved.
- Students will demonstrate an understanding of how people usually acted in the most common situations and in crises in Roman culture.

- Students will indicate an awareness that culturally conditioned images are associated with even the most common Latin words and phrases.

- Students will make, evaluate, and refine generalizations concerning Roman culture.

- Students will develop the skills needed to locate and organize information about Roman culture from original and secondary sources.

To demonstrate these abilities at the end of two levels of instruction, students should be able to:

- Distinguish between their concepts of the American family and the more extended Roman concept of *familia*

- Distinguish between the autonomy of American families compared to the Roman concept of *pietās* as the bond uniting Roman society in a family of families

- Recognize the importance of hierarchy in society and politics among the Romans

- Distinguish between the personal and public religious beliefs of the Romans

- Demonstrate a knowledge of classical mythology, citing examples of its sources, transmission, and importance in literature and the arts

- Distinguish among the lifestyles—food, clothing, shopping, housing, education, and employment opportunities, for example—of the various classes of Roman society

- Compare and contrast Roman and American customs surrounding birth, courtship, marriage, and death

- Compare and contrast Roman and American sports, games, holidays, periods of leisure, and other types of recreational activity

- Compare and contrast Roman and American legal and political systems and practices

- Compare and contrast Roman and American approaches to such problems as public administration, national defense, communication and trade, the collection of revenues, and monetary systems

- Distinguish among the periods of the monarchy, republic, and empire, placing each in its proper historical context

- Compare and contrast Roman and American physical environment—geographical location, climate, and transportation and communication networks—and give some explanation of the effect of those factors upon each civilization

- Demonstrate a knowledge of the importance of the Latin language as the source of the Romance languages and as an important contributor to the richness of the English language

- Recognize Roman contributions in the fields of art, architecture, and engineering

- Recognize in some degree the impact of Roman culture on the Western world, especially on the Americas

Learning Activities

In addition to performing the activities in the basic text and its supplemental materials, the students may:

- Given a list of *praenōmina, nōmina,* and *cognōmina,* compose suitable Roman names for themselves to be used for the duration of the course, and explain to the class the correspondence of each part of the name to its modern counterpart

- Perform skits illustrating some aspect of Roman domestic life, e.g., the family during a meal, a religious exercise, or recreation

- Prepare a menu, guest list, and seating arrangement for a formal Roman dinner, or prepare an actual informal Roman meal

- Report orally or in writing on the *larēs* and *penātēs* and their place in private religious beliefs of the Romans

- Stage a Roman marriage or funeral with dress and other realia made by member of the class

- Using pictures and other representations, identify the 12 Olympian deities by their attributes and provinces

- Perform skits based on the adventures of the deities and their influence on the lives of mortals

- Perform a skit in which a magistrate forbids public business to proceed because of an omen, or otherwise illustrate the overlapping of religion and politics

- Make clothing for dolls representing residents of Rome of various ages, sexes, and classes, or make authentic looking clothing to be worn to a Roman banquet
- Using pictures or other realia, give a report comparing Roman houses and furnishings with their modern equivalents
- In the role of Roman children, describe a day at school
- Select an occupation available to Roman men or women and write a help wanted ad in which qualifications for and duties of the job are listed
- Describe to the class the events at one of the several types of public games presented in Rome
- Teach the class one or more of the games that children played in Rome
- Conduct the election of class officers in the Roman fashion
- Report orally or in writing on the careers of a famous Roman and of an American public figure
- Report orally or in writing, comparing the republican (Roman) with the democratic (Greek) influences on the form of government in the United States
- List the seven kings of Rome and some factual information about each
- List the Judio-Claudian emperors and some factual information about each
- Prepare maps depicting the extent of Roman rule at important dates in Roman history
- As news correspondents, report an important event in Roman history
- Report orally or in writing on some aspect of the Roman army, comparing it with the modern all-volunteer American army
- Trace the Roman road system on a map
- Build a model of some type of Roman architecture, e.g., temple, bath, townhouse, aqueduct, bridge
- Build a model of a Roman artillery piece, a crane for raising column drums, or some other example of Roman technology

- Report orally or in writing on the Roman water supply and sewage system
- Report orally or in writing, comparing two or more Romance languages in their structure and spelling
- Identify and look up Latin derivatives in the textbooks of other courses

Activities for Evaluation

It is evident that culture cannot be evaluated in the same manner as the language skills. Although many of the suggested learning activities are designed for enrichment and motivation, some of them will lend themselves to evaluation. The questions below, together with a review of the learning activities, should lead to activities for objective evaluation of the students' factual knowledge of Roman culture.

Students will research, discuss, collect, and/or display materials concerning the following topics and suggested questions. Where possible, students will perform topic-related activities.

- What was the structure of the Roman family? What were the relationships among the various members? What was the status of women in Rome? What light does an understanding of the Roman system of naming persons throw on this subject?
- On what bases did Romans form friendships and other types of relationships with those outside their own immediate families? How did Romans recognize differences in social status?
- What value did meals have in family and social life? What mealtime etiquette was observed in formal and informal situations?
- What religious beliefs and rituals were associated with birth, initiation into the community, coming of age, marriage, and death? What part did ancestors play in Roman religion?
- What part did religion play in the conduct of public affairs? What means were used to preserve and hand down religious beliefs?
- What were the staples of the Roman diet? How did diets differ among the social classes? Which foods were produced locally and which had to be imported? Of what foods did the typical meals consist? At what times of the day did the Romans take meals?
- How did the Romans dress? What variations were due to age, sex, or social position?

- What differences were there between uban and suburban housing in the Roman world? How were Roman houses and towns beautified?

- What differences were there between urban and suburban housing in the Roman world? What form did Roman houses and household furnishings take? How were Roman houses and towns beautified?

- How did educational practices of the Romans differ from our own? Who was educated and to what level? What form did the curriculum take? Was there free public education for all?

- What occupations were open to Roman citizens? Did some positions carry more prestige than others? Was there a connection between the prestige of the job and the money earned?

- What value did Romans put on leisure? How did they spend their leisure time? What games and sports did they enjoy? Did the Romans prefer participation or spectator sports?

- What are some distinctive features of the Roman legal and political systems? Which have exercised an influence on American practices?

- What are some of the factors that contributed to the military success of the Romans? Which of the Roman generals were especially effective? What qualities did they have that made them successful?

- What were the three stages of Roman government? Who were some prominent figures in each stage? Are there any useful lessons to be learned from a study of Roman history?

- How did Rome's geographical situation affect its development? How convenient were travel, trade, and communication in classical times? How did the Romans surmount obstacles to these activities?

- What is the relationship of Latin to other languages of the world? Why do we find so many Latin words and their derivatives in the English language, even though it is not a Romance language? What value can the study of Latin have for the speaker of English or Spanish?

GLOSSARY FOR TEACHERS

Adjectivals—Parts of speech other than adjectives, such as participles, used as adjectives.

Aspect of a verb—Contrasting forms of a verb that indicate whether the action is complete or incomplete. The *imperfective* aspect of a verb denotes incomplete action; the *perfective* aspect, complete action.

Controlled writing—Student writing guided in part or fully by the teacher or textbook. Controlled writing contrasts with expressive writing, which allows students to use all the possibilities of syntax and lexicon.

Culture—A concept that embraces all aspects of human life: the patterns of everyday living as well as the fine arts, literature, history, and politics of a people.

Dictation—A listening and writing activity in which the student writes letters, words, phrases, or sentences given orally by the teacher. (A common procedure is for the student to hear the dictation three times: the first time for listening, the second time for writing, the third time for making any changes.)

Equivalent translation—An accounting for the salient facts of a passage—the who, what, when, where, and how. (Such an operation would presume the students' responding to oral and written questions provided by the teacher.)

Grammar—That part of the study of language which deals with forms and structure of words (morphology) and with their customary arrangements in phrases and sentences (syntax).

Heavy syllable—Quantity of a syllable when it contains a long vowel, a diphthong, or an end consonant, i.e., a closed syllable.

Lexicon—The stock of morphemes in a language together with information on how these morphemes can be combined into complex lexical units to form words.

Light syllable—Quantity of a syllable when it ends in a short vowel, i.e., an open syllable.

Minimal pair—Two words that sound alike except for one feature. Such pairs help to identify phonemes: *venit, vēnit; summus, sumus.*

Morpheme—The smallest unit of speech that has an identifiable meaning of its own: *puellam* contains two morphemes—{*puella*} and {*-m*}.

Nominals—Parts of speech other than nouns, such as gerunds, used as nouns.

Phoneme—The smallest unit of sound that distinguishes one utterance from another: the /l/ of *lex* and the /s/ of *sex*.

Quantity—Property of a syllable that can be either heavy or light, depending on the length of the vowel contained in the syllable.

Reordering—Students respond to oral or written Latin cue by placing structural item sought first in response to indicate comprehension, e.g.,

Marcus virum videt.
Quid agit Marcus?
Videt virum.

Structure—The regularities and patterns of a language viewed as a system in which elements are defined in terms of their relationship to other elements.

Structure drills—Manipulation of syntactic structures through a variety of aural-oral exercises. Five types of structure drills with examples follow:

Teacher	**Students**
• Completion	
Puer . . . (0!)	*O puer!*
• Expansion	
Lēgātus litterās dat. Centuriō.	*Lēgātus centuriōnī litterās dat.*
• Replacement	
Marcum videt.	*Eum videt.*
• Substitution	
Vīnum laudātur. Negōtium.	*Negōtium laudātur.*
• Transformation	
Dīcunt.	*Dīxērunt.*

Syntax—The use of words joined to make larger units of speech, such as phrases and sentences.

Syntactic unit—Result of a process of identifying constructions that go together, beginning with the subject and predicate and ending with the basic elements of a sentence.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.